

CAROLINA FOREST MIDDLE

700 Gardner Lacy Road
Myrtle Beach, SC 29579

GRADES 6-8 Middle School

ENROLLMENT 1,168 Students

PRINCIPAL Wendell G. Shealy 843-903-7540

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	23	4	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 22 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

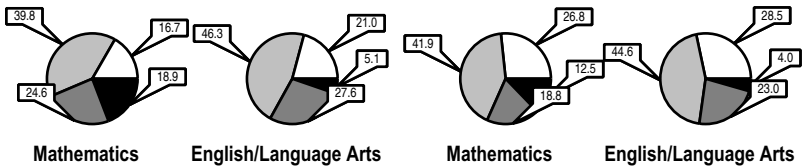
Percent of students tested in 2003-04 whose 2002-03 test scores were located.





88.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours

**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	1,180	99.2	20.5	46.6	27.8	5.1	42.6	Yes	Yes
Gender									
Male	614	99.4	25.5	49.4	22.2	2.9	33.3		
Female	566	98.9	15.0	43.6	33.9	7.5	52.7		
Racial/Ethnic Group									
White	883	99.4	16.8	45.4	31.5	6.3	47.9	Yes	Yes
African-American	205	98.5	33.1	51.9	14.4	0.6	21.0	Yes	Yes
Asian/Pacific Islander	20	100.0	17.6	52.9	17.6	11.8	64.7	I/S	I/S
Hispanic	50	96.0	35.9	41.0	20.5	2.6	25.6	I/S	I/S
American Indian/Alaskan	13	100.0	33.3	41.7	25.0	0.0	25.0	I/S	I/S
Disability Status									
Not Disabled	1,002	99.2	17.9	45.2	30.9	6.0	47.3		
Disabled	178	98.9	35.7	54.5	9.7	0.0	14.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	1,180	99.2	20.5	46.6	27.8	5.1	42.6		
English Proficiency									
Limited English Proficient	18	88.9	70.0	20.0	10.0	0.0	10.0	I/S	I/S
Non-Limited English Proficient	1,162	99.3	20.0	46.8	28.0	5.2	42.9		
Socio-Economic Status									
Subsidized meals	589	98.8	28.5	50.1	20.0	1.4	30.1	Yes	Yes
Full-pay meals	590	99.5	13.2	43.4	34.9	8.5	53.9		

Mathematics - State Performance Objective = 15.5%									
All Students	1,180	99.6	16.4	39.9	24.7	19.0	57.0	Yes	Yes
Gender									
Male	614	99.5	19.1	38.5	23.3	19.1	54.0		
Female	566	99.7	13.4	41.4	26.2	18.9	60.4		
Racial/Ethnic Group									
White	883	99.7	13.1	38.6	27.1	21.1	61.6	Yes	Yes
African American	205	99.5	29.5	49.2	14.2	7.1	33.9	Yes	Yes
Asian/Pacific Islander	20	100.0	0.0	17.6	29.4	52.9	94.1	I/S	I/S
Hispanic	50	98.0	23.1	30.8	28.2	17.9	56.4	I/S	I/S
American Indian/Alaskan	13	100.0	33.3	41.7	8.3	16.7	50.0	I/S	I/S
Disability Status									
Not Disabled	1,002	99.7	12.2	38.5	27.8	21.5	62.5		
Disabled	178	98.9	40.9	48.1	6.5	4.5	25.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	1,180	99.6	16.4	39.9	24.7	19.0	57.0		
English Proficiency									
Limited English Proficient	18	94.4	60.0	0.0	20.0	20.0	40.0	I/S	I/S
Non-Limited English Proficient	1,162	99.7	16.0	40.3	24.7	19.0	57.2		
Socio-Economic Status									
Subsidized meals	589	99.7	24.8	43.3	20.8	11.1	45.4	Yes	Yes
Full-pay meals	590	99.5	8.7	36.9	28.2	26.2	67.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	385	98.2	30.3	35.6	24.9	9.2	34.1
	Grade 7	368	97.3	19.9	55.0	22.7	2.5	25.2
	Grade 8	299	98.3	21.6	51.6	24.5	2.2	26.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	412	99.0	22.1	43.9	28.6	5.5	34.1
	Grade 7	387	99.2	19.6	48.4	25.8	6.2	32.0
	Grade 8	381	99.5	19.7	50.5	27.0	2.7	29.8

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	385	98.7	15.5	35.7	24.6	24.3	48.8
	Grade 7	368	98.9	13.3	41.7	25.3	19.8	45.1
	Grade 8	299	98.7	20.8	49.3	17.9	12.0	29.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	412	99.3	15.0	31.8	31.0	22.3	53.3
	Grade 7	387	99.7	14.7	41.7	22.5	21.1	43.6
	Grade 8	381	99.7	21.5	47.7	19.9	10.9	30.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,168)				
Students enrolled in high school credit courses (grades 7 & 8)	36.9%	Up from 34.9%	14.6%	14.6%
Retention rate	3.1%	Up from 2.3%	3.1%	3.0%
Attendance rate	95.5%	Up from 95.1%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.2%		5.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.9%		5.2%	5.3%
Eligible for gifted and talented	23.1%	Up from 19.3%	17.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.7%	Up from 12.8%	14.6%	13.9%
Older than usual for grade	2.1%	Down from 2.2%	3.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Down from 2.1%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 70)				
Teachers with advanced degrees	44.3%	Up from 43.5%	48.3%	48.7%
Continuing contract teachers	71.4%	Down from 80.6%	85.2%	81.7%
Highly qualified teachers**	82.0%	N/A	90.2%	90.4%
Teachers with emergency or provisional certificates	7.1%		4.2%	5.3%
Teachers returning from previous year	86.2%	Down from 86.3%	87.8%	85.1%
Teacher attendance rate	95.1%	Up from 94.1%	94.8%	94.8%
Average teacher salary	\$40,317	Down 1.0%	\$41,023	\$40,566
Prof. development days/teacher	13.8 days	Up from 12.3 days	10.9 days	11.0 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	3.3
Student-teacher ratio in core subjects	24.6 to 1	Down from 27.1 to 1	22.6 to 1	21.3 to 1
Prime instructional time	89.6%	Up from 88.4%	89.5%	89.3%
Dollars spent per pupil*	\$5,184	Down 8.7%	\$5,655	\$5,821
Percent of expenditures for teacher salaries*	63.4%	Down from 63.6%	62.5%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	88.2%	Down from 98.5%	95.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	87.9%		92.0%	
Highly qualified teachers in high poverty schools**	92.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school is located in the rapidly developing Carolina Forest area of Horry County and has approximately 1175 students with over 70 staff members. Our school qualifies for Title I funds due to the percentage of students who qualify to receive free or reduced lunch.

We implemented the following areas of our School Improvement Plan during the 2003-2004 school year:

- We identified students who were not being successful in school, according to PACT and MAP (Measures of Academic Progress) tests, and assigned mentors to assist these students;
- Individual teachers analyzed the progress of their students on PACT and MAP tests and devised plans to improve classroom instruction based on those test results;
- Three academic assistance classes offered students additional assistance in the areas of math, language arts, and reading;
- MAP tests on language arts, reading, and math were given three times during the year to provide teachers data on student progress, enabling teachers to make adjustments in classroom instruction to better meet each student's needs;
- "The Support Triangle" was implemented, providing students a morning tutoring program, an after-school homework assistance program, and an after-school tutoring program;
- Student achievement results were used to determine the content of our teacher's professional development programs; and
- The initiation of "parent information nights" helped promote parent involvement and interest.

The challenges we face as we continuously strive to see that all of our children meet and exceed state standards include:

- Adjusting classroom instruction to meet the needs of a very diverse student population;
- Increasing the involvement of parents in the education of their children, motivating our middle-school-age children to strive to do well academically when their interests often drift away from academics at this age level; and
- Training our teachers in teaching the State standards and the accurate and continuous assessment of student progress in the mastery of those standards.

Through the work of teachers, students, and parents, we will continue to strengthen our instructional program to ensure the success of all of our students.

Wendell Shealy, Principal

Joey McNutt, School Improvement Council Chairperson 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	74	335	160
Percent satisfied with learning environment	83.6%	74.9%	74.7%
Percent satisfied with social and physical environment	90.1%	79.9%	71.9%
Percent satisfied with home-school relations	62.5%	82.9%	49.7%

*Only students at the highest middle school grade level at this school and their parents were included.